

Division for Social Impact



Initiative by Faculty

Arts and Social Sciences

Date: 2 November 2018

Number of Initiatives: 24

| Initiative Title | Initiative Description | Initiative Owner |
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| Stellenbosch University Choir Academy | SUCA aims to offer support, knowledge and formal training to choirs and conductors who previously had no or poor access to formal music education. SUCA aims to identify talented young musicians and to provide them with help and guidance for a possible future study at SU. SUCA aims to evolve efficient mediation techniques for the development of a holistic musicianship through choral singing to positively identify children, adolescents and young adults from previously disadvantaged communities. Choirs and Choral Conductors can apply for professional development aid through the division for Choral Conducting at SU. Experienced students adopt a choir and share their knowledge and experience. The students are supervised and benefit from the teaching experience. Raised funds shall provide the choirs regularly with the greatest possible exposure to concerts of a high standard (e.g. of the Endler Concert Series). Choirs will be motivated to actively participate in special occasion concerts at the Music department organized by the division for Choral Conducting. Seminars and workshops will expose choirs and conductors to knowledge of a high standard. | Berger, MA <maberger@sun.ac.za> |
| Service Learning (Art Education) | Students are required to work at an educational institution or NGO/NPO as an assistant educator for three weeks. A portfolio of evidence is required confirming participation or involvement to fulfill the requirements for this component. From this experience, a learning problem related to critical citizenship needs to be identified, and developed into a research question. | Costandius, Elmarie, Prof <elmarie@sun.ac.za> |
| Rewriting the socio-political history of the arts in Stellenbosch | Through engaging the people of Stellenbosch in dialogue and collective remembering and sharing, Collaboratively rewriting the Socio-Political History of South African Arts hopes to help bridge the social divide that exists in the town due to ingrained perceptions of the past and so build a collaborative new history together. The RHAS initiative has encouraged Master's and Doctoral level research which is directly engaged with the artistic productions of the previously disadvantaged communities surrounding Stellenbosch. Students whose research forms a part of this initiative are engaging with fieldwork which is vested in these communities and conducted in consultation with local partners, in order to contribute to a broader and more inclusive understanding of the cultural heritage of Stellenbosch, informed by the diverse socio-political realities of these communities. This initiative adds value to Learning & Teaching in the outputs generated from the research, which goes beyond academic publishing and dissemination through conference activities. The project is in the process of constructing a living archive of the research undertaken, which could be used for the educational | Costandius, Elmarie, Prof <elmarie@sun.ac.za> |

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| | context both within the university and beyond, by learners, teachers and the general public. The students that are part of this project are responsible for populating this digital archive with their research data, and in consultation with staff and community members, to curate the content for public use. | |
| Political Science: Media liaisons | Engagement with the media around issues of political concern. | De Jager, NL, Dr <ndejager@sun.ac.za> |
| Evening language classes | The Department of Modern Foreign Languages offers evening languages classes in French, German, Chinese and Spanish at beginner's level. | Du Toit, RO, Mrs [rdt@sun.ac.za] |
| Examination Centre for International Language Proficiency Examinations for German | The department has accredited examiners to offer the language proficiency examinations for German of the Goethe Institute to the Stellenbosch community. The other exam centres are in Johannesburg & Cape Town, so this additional examination centre provides a service to university students and the community. | Du Toit, RO, Mrs [rdt@sun.ac.za] |
| Open Studio: Educating high school learners who reside in Stellenbosch and its environs in art processes and basic jewellery manufacturing and design | Approximately twelve interested high school learners from the local schools in Stellenbosch and its environs will be identified and given the opportunity to participate in three separate workshops in jewellery manufacturing. The workshops will take place in 2018 during the school holidays (April, June, September). During these workshops, the learners will be introduced to basic skills in jewellery manufacturing and design. Each of these workshops will be three days long and will be presented by a full-time lecturer in the Jewellery Division of Stellenbosch University as well as a student assistant. All the necessary tools and materials will be supplied to the pupils. If necessary, arrangements will be made to transport learners from their schools to the University, where the workshop will take place. Learners will also be provided with the opportunity to showcase their work as part of the Stellenbosch Heritage Festival. | Groenewald, J, Mej <joani@sun.ac.za> |
| Art in Schools - NSCAD University/Stellenbosch University | The Art in Schools Initiative is collaboration between the Nova Scotia College of Art and Design (NSCAD) in Canada and the Department of Visual Arts at Stellenbosch University. The initiative explores the impact of visual arts programmes in schools to both enhance learning competency and recuperate learners' self-esteem, which in turn may enrich a community's social well-being. It also seeks to determine if the introduction of "creative learning interventions" in various subjects using visual arts projects to increase learners' engagement in coursework and raise critical and creative thinking skills that will lead to higher test scores across the curriculum. The Art in Schools Initiative's mission is to develop, encourage, and promote creative thinking amongst teachers and learners by inserting visual art projects into the curriculum. These educational interventions are designed to influence three levels: 1) as a direct transformative learning intervention in the lives of individuals; 2) as a community-building exercise that generates shared social capital through the practice of creative education; 3) as a strategic model that will provide an innovative, efficient design for distributed arts education on a wider scale. The stakes for research on the initiative's effects are high. For communities who have for many years endured sub-par and under-resourced education in the public-school system, the effectiveness of creative thinking as a tool of empowerment is a matter of great importance. The proposed initiative takes our questions and research out of the realm of the purely academic and into the classroom: the results matter in immediate and personal ways, as well as in the broader, longer-term concerns | Gunter, Elizabeth, Prof <eg@sun.ac.za> |

of educational curricula, culture, and social welfare. Research done through this initiative, the pilot program of which was implemented in 2011, can impact on and benefit society through its facilitation of secondary education through creative projects. The importance of visual literacy and a creative approach to learning is crucial in building empowered learning, creative thinking, and entrepreneurship within communities. The research is located at Modderdam High School, Bonteheuwel, Cape Town and uses a full-time art educator and two Masters students from Stellenbosh University and NASCAD University. The initiative impacts on school learners directly, while simultaneously creating collaboration with school teachers to assist in developing curricula. The initiative also uses creativity to facilitate dialogue and integration between the school and local communities. An exhibition of the works produced every year is exhibited at the University of Stellenbosch Art Gallery (GUS) and teachers, parents and community members attend.

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| Tolkdiens (insluitend tolk- en vertaalslypskole) | <p>Die projek is daarop gemik enersyds studente op te lei as tolke en andersyds om navorsing oor die tolkpraktyk te doen. In die proses word daar van die studente ook verwag om deurlopend 'n tolkdienste te verskaf aan die onmiddellike taalgemeenskappe.</p> | <p>Lesch, HM [hlesch@sun.ac.za]</p> |
| BABIN Preschoolers and Honours Psychology Students: Promoting Positive Interaction | <p>This multi-faceted initiative aims to promote positive interaction between the US student- and pre-schooler communities. BABIN provides opportunities for students to integrate theory and practice by means of giving each student the opportunity to conduct an individual child-friendly interview with a pre-schooler on an applied developmental psychology topic within a carefully designed and supervised credit bearing programme of service-learning. Feedback is given to the BABIN school community. The best interests of the children is the fundamental approach and objective at all times.</p> | <p>Loxton, Helene, Prof [hsl@sun.ac.za]</p> |
| The Nyanga Arts Creative Workshops (nicknamed "Young Blood" by the participants) | <p>The Nyanga Arts Creative Workshops (nicknamed "Young Blood" by the participants) is a young collective that stemmed out of the Tupelo workshops held at Nyanga Arts Center. Velile Soha and Ledelle Moe have coordinated pilot workshops in September 2017 with a group of young learners from the area to begin and establish an ongoing and consistent biweekly Arts workshop at the center. Abongile, Nomusa Mtshali and Charles Palm have assisted in the classes bringing their unique creative insights as artists to the workshops. We will be introducing sculpture to the workshops and have plans to collaborate with local puppet and theatre artists, in the upcoming year ahead. In October this year the learners exhibited with the Black Ink collective at GUS Gallery in Stellenbosch. This venture allowed for a creative platform for all learners to meet and for the older members of our groups to explain the deep history behind the radical act of imagining and creating work over the years. Images of the workshop and exhibition can be found at - https://www.threedestellenbosch.com/copy-of-outside-1. This program is scheduled to continue this year (November 2017) and into next year (February - November 2018). The initiative seeks to develop and foster meaningful and sustainable relationships between artists at the Nyanga Arts Center and Stellenbosch University Visual Arts Department.</p> | <p>Moe, L, Me [ledelle@sun.ac.za]</p> |
| Overcoming career circumscription and compromise: career guidance | <p>This community service learning and engagement project is linked to the Psychology Honours module Career psychology. After being exposed to several theories of Career Counselling and Development (including those of John Holland, Donald Super, Linda Gottfredson, and Mark Savickas) honours students are introduced to a high</p> | <p>Naidoo, AV <avnaidoo@sun.ac.za></p> |

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| <p>and development to high school learners from low income communities.</p> | <p>school context where they are required to set an intervention programme addressing the career development needs of the learners at the school. Because of adverse socio-economic conditions many learners have limited perspectives of career options and the paths to achieve their career aspirations and are inclined to circumscribe and compromise (i.e., place limits) on their potential choices. The intervention will seek to assist learners to: 1) identify their interests and other career attributes, 2) link their career attributes to career choices, 3) make informed choices about their choice of senior school subjects, 4) engage with the career barriers they encounter in their contexts, and 5) render career counselling in line with the needs of the learners. The honour students will submit an assignment in which they critically evaluate their intervention. This initiative has been piloted in Kayamandi and with funding will be extended to schools in Cloetesville, Jamestown and Klapmuts. There is also has an active research focus to the intervention involving master's and doctoral students.</p> | |
| <p>Visual Arts bridging course</p> | <p>Learn To Earn, an NGO in Khayelitsha and Elmarie Costandius from the Visual Art Department developed a bridging programme for black African youths interested in Visual Communication Design (Graphic Design) as a career choice. A partnership between Visual Arts and the NGO Learn to Earn was established: the role of Visual Arts is to develop the main contents of the programme, as well as to assist in teaching most of the courses. Learn To Earn has received a grant which enabled them to host the programme. Additional funds for transport for lecturers and students will have to be sourced.</p> | <p>Perold-Bull, K, Me <karolien@sun.ac.za></p> |
| <p>Visual Communication Design Citizenship project</p> | <p>The Citizenship project, which includes social learning to enhance social transformation of a post-apartheid society, was introduced into the Visual Communication Design (VCD) curriculum. The components of the project are: a) Socratic discussions on social themes related to transformation and decolonisation such as stereotyping, power relations and blackness/whiteness; b) community interaction outside the university; and c) reflection writing. The information gathered in the discussions with community members was used in typographical layouts expressing the content and emotions experienced while working with these sensitive issues.</p> | <p>Perold-Bull, K, Me <karolien@sun.ac.za></p> |
| <p>Improving the lives of women with endometriosis</p> | <p>Endometriosis is a chronic, reproductive illness affecting 1 in 10 women of reproductive age. Symptoms of endometriosis include heavy and prolonged menstrual bleeding, chronic pelvic pain and sexual dysfunction. Endometriosis is also associated with infertility and therefore bears a double stigma for those who are experiencing it. Both menstruation and fertility are stigmatised and even though an estimated 175 million women worldwide are diagnosed with endometriosis, it is not a subject discussed in the public domain. This means that women who are diagnosed with endometriosis often suffer in silence and women who may have endometriosis are not diagnosed soon enough. It is well known that there is a delay in diagnosis for women with endometriosis of about 7 years. I currently serve on the board of an NPO called the Foundation for endometriosis awareness, advocacy and support (165-116 NPO) that aims to improve the lives of women with endometriosis. As the name suggests, the foundation aims to increase awareness of endometriosis and provide advocacy and support to women with the disease. The foundation was established 3 years ago and we have since been conducting support groups with patients and participated in annual marches to raise awareness of</p> | <p>Roomaney, R, Dr [rizwanaroomaney@sun.ac.za]</p> |

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| | <p>endometriosis. In 2017, we have introduced an information session for patients with endometriosis, where a panel of experts in endometriosis and infertility will talk about various aspects of endometriosis and answer any questions that patients may have. We plan on presenting more information sessions for the public and would like to raise awareness of endometriosis among young women in order for them to be diagnosed sooner, receive better care and have a high quality of life.</p> | |
| <p>Co-creating Little Books with South African Sign Language-using Deaf primary school learners</p> | <p>This project forms part of the varied and ongoing Deaf-related social impact initiatives of the Departments of Drama, General Linguistics and Visual Arts. The purpose is to teach teachers of the Deaf how to facilitate the development of Little Books (see http://ortnergasse.webonaut.com/m2/kb/) by their Deaf Foundation Phase and Intermediate Phase learners. The project will have two tangible outcomes, namely (i) empowered teachers and (ii) a set of illustrated, written, signed and recorded stories in South African Sign Language (SASL). Such stories are much needed, as there is a severe shortage of literature in SASL at all grade levels (in particular literature with the purpose of stimulating language acquisition, which occurs late in Deaf children who were only diagnosed later in life) – in fact, there is almost no suitable SASL literature at any school grade. It is also foreseen that the project will lead to increased self-esteem in children from the marginalised Deaf community and to a new appreciation for the worth of their language, as well as to heightened awareness of the Deaf and their language amongst hearing communities</p> | <p>Southwood, F, Dr [fs@sun.ac.za]</p> |
| <p>Towards a dialect-neutral assessment instrument for the language skills of South African English and Afrikaans-speaking children</p> | <p>The research focuses on the development of a culturally and linguistically appropriate assessment instrument for the language skills of South African English- and Afrikaans-speaking children. There is currently no such instrument available; South African children of various dialect groups are generally diagnosed - and sometimes misdiagnosed - on the basis of tests developed for American and British children. The researchers on this project are working on an adaptation and translation into Afrikaans of an American assessment instrument, the Diagnostic Evaluation of Language Variation, which has been found to distinguish, among American children, between language disorder, on the one hand, and mere difference in terms of dialect, on the other. The end-goals of the project are two-fold, namely (i) to generate a published language assessment instrument with which speech-language therapists can identify South African English- and Afrikaans-speaking children with language impairment without interference from dialectal differences, and (ii) to stimulate research with the same goal for other South African languages. Because this research works closely with the communities of speakers of non-standard dialects of Afrikaans and English (mostly previously disadvantaged communities), it can be described as community-based research.</p> | <p>Southwood, F, Dr [fs@sun.ac.za]</p> |
| <p>Centre for Bible Interpretation and Translation in Africa.</p> | <p>The mission of the Centre is to coordinate and develop academic skills in Bible interpretation and translation through research and facilitation in order to deliver a service to Bible interpretation, Bible translation and the use of the Bible in general and on the continent of Africa.</p> | <p>Van der Merwe, CHJ, Prof [cvdm@sun.ac.za]</p> |
| <p>Social Work Practice Education 188</p> | <p>The first year social work course consists of practice education as a credit bearing subject which requires students to engage in mandatory volunteer work for the duration of the academic year. Students are placed at Matie Community Service (Matie Gemeenskapsdiens), One Stop service.</p> | <p>Williams, RC, Mev [rcw@sun.ac.za]</p> |

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| Social Work Practice Education 288 | The second year social work course consists of practice education as a credit bearing subject which requires students to do casework, group work and community work at welfare organisations. Students are placed in Stellenbosch and surrounding areas for practice education. | Williams, RC, Mev [rcw@sun.ac.za] |
| Social Work Practice Education 388 | The third year social work course consists of practice education as a credit bearing subject which requires students to do an integrated placement in casework, group work, community work and social work administration. Students in their third year of study are placed at welfare organizations in Stellenbosch and surrounding areas. | Williams, RC, Mev [rcw@sun.ac.za] |
| Social Work Practice Education 488 | The fourth year social work course consists of practice education as a credit bearing subject which requires students to do an integrated placement in case work, group work, community work, social work administration and research for the duration of the academic year. Students are placed at welfare organisations in Stellenbosch and surrounding areas. | Williams, RC, Mev [rcw@sun.ac.za] |
| Community Risk Assessment: Focus on informal settlements | A short course training practitioners in assessing risk and every day hazards among local informal settlement dwellers. Although this is essentially a risk assessment training, the process will effectively establish the risk profile of a particular informal settlement. The findings and outcomes will be drafted into a report made available to the community concerned, but also local government functionaries with whom a good relationship has been built over the years. This ensures that the work of the university is conducted for the betterment of citizens and for better governance and service provision in the poorest areas of the Western Cape and further afield. The training will enable practitioners and researchers from all over Africa who attend the course to replicate the process in informal settlements in their own geographical areas of work. | Zweig, PJ, Mev [patriciazweig@sun.ac.za] |
| Wallacedene Smoke Alarm Project | This is a multi-stakeholder collaboration to try to reduce fire risk in informal settlements through the use of innovative technology. In collaboration with the Western Cape Government, specifically the Provincial Disaster Management: Fire & Rescue Services, and funded by Santam, smoke alarms that have been tested by the Stellenbosch University Structural Engineering Department, will be fitted into over 1200 informal dwellings in the Wallacedene TRA informal settlement. A household survey will also be conducted to establish past household fire histories, demographic information and also recording how the lives of people have changed through the introduction of electrification several months ago. The project also aims to monitor the effectiveness of the alarms over several months to understand whether fire risk has been reduced and how community members accepted or rejected the intervention. | Zweig, PJ, Mev [patriciazweig@sun.ac.za] |